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ABSTRACT

Over 350 surveys were distributed to public and private elementary and secondary school teachers to assess the current state of media education and to determine if changes have occurred given the increase in educator awareness of media education benefits, media literacy advocacy groups, media education resources, and changes in technology. Specific areas of inquiry included the importance of teaching media literacy, competency to teach media literacy, teachers' classroom media use, teachers' perceptions of students' media skills and understanding, sources of media education materials, and barriers to media education. Results indicate an overwhelming support for media education goals and values; however, only two-thirds of the respondents reported addressing media in the classroom. Lack of time and materials were reported as the most common barriers to media education. Significant differences were found between public and private school teachers' perceptions of students' media understanding competencies. (Contains 15 tables of data, 13 references, and 12 notes; a sample survey is appended.) (Author/NKA)

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Media Education's Present and Future: A Survey of Teachers

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Media Education's Present and Future: A Survey of Teachers

Abstract

Over 350 surveys were distributed to public and private elementary and secondary school teachers to assess the current state of media education and to determine if changes have occurred given the increase in educator awareness of media education benefits, media literacy advocacy groups, media education resources, and changes in technology. Specific areas of inquiry included the importance of teaching media literacy, competency to teach media literacy, teachers' classroom media use, teachers' perceptions of students' media skills and understanding, sources of media education materials, and barriers to media education. Results indicate an overwhelming support for media education goals and values; however, only two-thirds of the respondents reported addressing media in the classroom. Lack of time and materials were reported as the most common barriers to media education. Significant differences were found between public and private school teachers' perceptions of students' media understanding competencies.

Media Education's Present and Future: A Survey of Teachers

INTRODUCTION

Several researchers made calls for the inclusion of media education within existing school curricula in the late 1980s and early 1990s (Considine, 1990; Duncan, 1989; Kahn & Master, 1992; Melamed, 1989; Wulfemeyer, Sneed, Van Ommeren, & Riffe, 1990). They argued that media education makes students critically aware of what they see, hear, and read, and it should be taught regularly in elementary and secondary schools.

Although media literacy is not yet a permanent fixture within school curricula, there has been rapid growth in the media literacy movement in the United States over the last five to six years (Considine, 1995). Support and advocacy groups such as the Center for Media Education, the Center for Media Literacy, the National Telemedia Council, Citizens for Media Literacy, the National Media Citizenship Project, and the Children's Media Policy Network have been created to push for a media literate society. National conferences have been held to bring together educators, media professionals and concerned citizens in an effort to create a unified voice for media literacy. One such conference was the Aspen Institute's National Conference on Media Literacy. Its participants developed a formal definition of media literacy:

> a **media literate person**--and everyone should have the opportunity to become one--can decode, evaluate, analyze and produce both print and electronic media. The fundamental objective of media literacy is critical autonomy in relationship to all media. Emphases in media literacy training range widely, including informed citizenship, aesthetic appreciation and expression, social advocacy, self-esteem, and consumer competence (Aufderheide, 1993, p. 1).

The Speech Communication Association developed standards for speaking, listening, and media literacy in K-12 education (Speech Communication Association, 1996). Furthermore, several schools throughout the nation have some component of media literacy already within their curricula, including programs in Georgia, New Mexico, North Carolina, Minnesota, and Massachusetts (Considine, 1995; Darlington, 1996). Media literacy is also reaching the community through workshops conducted by the National PTA and "Cable in the Classroom" (Considine, 1995). Given all of these efforts on behalf of media literacy, it is more than apparent that many public interest groups and educational

institutions consider it an issue worthy of attention. Therefore, since researchers called for increased media education several years ago, the question that arises is: How has the recent media literacy movement affected the educational environment?

Past Assessments of Media Education

Elementary and secondary teachers in Northern and Southern California were surveyed approximately ten years ago to assess mass media instruction in the high school social science curriculum and to determine the media education needs of elementary schools (Lloyd-Kolkin & Tyner, 1988; Wulfemeyer et al., 1990). Wulfemeyer et al. (1990) surveyed a group of high school social science teachers in Southern California to determine if they felt there was a need for mass media instruction in the high school social science curriculum. Even with a crowded social science curriculum, teachers felt room should be made for media education and reported a need for meaningful instruction on how the media operate, how they should operate, and the impact they have on daily life.

Lloyd-Kolkin and Tyner (1988) surveyed parochial and public elementary school teachers in the San Francisco area to assess their media use in the classroom, their perceptions of student media use, and their educational goals for students in terms of media. The survey was designed to collect information to help develop a media literacy curriculum, which would be based on current teaching practices, for grades one through six. Findings indicated that teachers "revealed an open, enthusiastic and knowledgeable attitude toward mass media and a desire to incorporate media education into their classroom activities" (Lloyd-Kolkin & Tyner, 1988, p. 15). Furthermore, results indicated a clear need among teachers for additional and better media education resources. These two surveys are catalysts for this research study.

Research Questions

This study is designed to assess the current state of media education in elementary and secondary schools and to determine if changes have occurred given the increase in educator awareness of media education benefits, media literacy advocacy groups, media

education resources, and changes in technology. Therefore, the following research questions is proposed: What is the current state of media education? This can be broken down into several areas:

1) How important is it to teachers to teach media literacy?

2) How do teachers use media in the classroom? Do they use it as a purely instructional tool? Or, do they use it as a way to educate students about the media and their effects?

3) Do teachers feel competent to teach about the mass media?

4) What are teachers' perceptions of students' media skills and media understanding?

5) What are the sources of media education materials?

6) What are the barriers to media education?

Responses to these questions will indicate if media education has made any progress in the last decade and suggest a direction for the future.

LITERATURE REVIEW

Most media messages are constructions of reality that have a specific purpose. Melamed (1989) argued that usually the purpose is to sell a product or advocate an idea. Certain values and ideologies accompany these products and ideas. Through media education students learn how to identify such ideological messages and analyze the underlying values that are communicated.

Melamed urged educators to approach teaching and learning about the media through a discovery or inquiry mode. She explained that "knowledge should be 'drawn out,' ... rather than presented in pre-packaged form" (Melamed, 1989, p. 191). This approach makes students bring a part of themselves to the learning process. They find ways to make the material relevant to their lives instead of relying on the teacher. Students realize the importance of listening to others because it may help them better understand the topic. In addition, different ideas facilitate discussions that add excitement to the classroom.

Melamed used the concept of sleuthing as a metaphor to describe the process of learning in whose interests the media are created and produced. Questions about bias, objectivity, motive, the inclusion of all facts, and the presentation of logical arguments are among the many that students must ask in order to discover the "truth." Truth can also be discovered by examining media techniques. Students must understand the messages different camera angles send, the significance of certain colors, and how sound affects interpretation.

Duncan (1989) identified a need for updated research that would include an in-depth look at the effects of media and popular culture on behavior. He explained that much of the research on the effects of mass media on behavior were dated or had been refuted by other studies. Researchers need to analyze audiences with respect to how they "negotiate meaning" (Duncan, 1989, p. 205) in order to increase understanding of the varied individual responses to a given message. Duncan also called for greater application of brain hemisphere research, especially with regard to visual learners.

In addition, he argued for an expanded look at the effects of mediation along with a summary evaluation of the leading approaches to media education in other countries like Australia, Scotland, and Norway. He said there is a need for formal research that evaluates the long term benefits of media literacy.

Duncan also emphasized the need to identify media literacy skills. Among the skills he outlined were critical thinking and visual literacy. He also noted a need to understand what popular culture is and its impact. In addition, he believed empowerment strategies are important for students to learn because they help students realize they have the ability to make a difference, despite the "seeming omnipotence of the mass media" (Duncan, 1989, p. 207).

Considine (1990) argued for the inclusion of media literacy within school curricula by discussing the controversy over the Channel One project and outlining the success of media education in Canada and Australia. He explained that even though the media is more prevalent in the United States than any other nation, numerous barriers impede the implementation of media education programs into the school systems. He urged the

educational system to make major changes in teacher training and curriculum design. He believes media education must be integrated into existing curricula not as an elective, but as an integral part of the overall curriculum.

Wulfemeyer et al. (1990) found teacher consensus on the need to develop students' critical thinking skills. Nearly ninety-four percent of those surveyed believed the social science curriculum was the place for mass media studies. Despite the fact that only thirty-four percent reported any college training on how to teach about the media, about eighty-six percent said they felt qualified to do so. The respondents ranked television as the most important medium to be studied, and they indicated that the effect of media messages was the most important area to be included in the curriculum.

Rowland High School in Rowland Heights, CA (20 miles east of Hollywood), is providing meaningful instruction for its students with a program that teaches media literacy through a hands-on approach and emphasizes communication, i.e., the art of "telling a good story" (Kahn & Master, 1992, p. 77). The Rowland Animation program has pioneered the use of multimedia tools within the curriculum to teach students creative and critical thinking skills (Kahn & Master, 1992). The interdisciplinary approach involves collaboration, peer teaching, and problem-solving. It uses empowerment strategies like those advocated by Duncan (1989) to help students be active producers of the media.

At the core of the Rowland Animation curriculum are six basic skills that educator Herbert Kohl (1982) believes are necessary for children to acquire to function effectively as adults. Through their productions, students learn the ability to use language in a thoughtful manner. Language includes words, images, camera angles, and sound. They also acquire problem-solving skills as they experiment with many possible solutions to create and maintain the continuity of their message. The ability to understand and use technological tools as a means to an end is also learned. The focus of the program is what can be created with the technology, rather than the technology itself. Students learn to use their imagination and appreciate different individual and group expressions. They have numerous chances to experience the creative process at all stages. In addition, students gain an understanding of how groups function. They recognize the need for cooperation

and compensate for individual strengths and weaknesses. Finally, students learn how to learn. They develop self-confidence and find learning enjoyable. These qualities are applicable to anything they do in life.

Graves-Snyder (1992) found similar benefits when she had her students produce videos, which included an oral defense, as an alternative to the traditional research paper. She explained that making a video requires students to research their topic thoroughly and provide their own creative interpretation of the material. This creativity is stimulating for the teacher and student. Video projects also increase student motivation and classroom camaraderie. The positive classroom atmosphere enhances in-class discussions and facilitates cooperation among students.

Graves-Snyder (1992) said these productions are also advantageous because they lend themselves to the "learning-by-teaching process" (p. 133). This advantage is based on the premise that the best way to learn about a topic is to teach it. Finally, another benefit of video assignments is that students learn to make the subject matter relevant and meaningful to the present day.

This overview of the literature highlights several successful media education programs and practices that offer meaningful instruction to students, which will benefit them far beyond the classroom. Such benefits are a key reason many educators desire an increase in media education. Given this desire to increase media education, it is important to assess the current state of affairs within the educational system to determine what progress has been made and what direction to take in the future.

METHODOLOGY

Data Collection

Three hundred fifty-nine surveys were distributed to public and private elementary and secondary school teachers in a small southeastern city to assess their perspectives on media education. This purposive sample of local school teachers is consistent with the methodologies employed by Lloyd-Kolkin & Tyner (1988) and Wulfemeyer et al. (1990).

Approval was obtained from the local school board and school principals to distribute the surveys in four[1] public schools. Six other public schools were solicited; four did not grant permission for distribution, and two did not respond. Principals from ten[2] private schools approved the distribution of the survey to their faculty. Over a three-day period, surveys were hand-delivered to a representative[3] at two of the four public schools and six of the private schools. The surveys were distributed at a faculty meeting or put into teachers' mailboxes. Teachers were asked to return the surveys to their principal or to the school office. Pick ups were made a week to 10 days after initial delivery. A subsequent pick up was made a week later. Due to a delay in school board approval, two of the public schools received the surveys two weeks after the initial distribution. Pick ups were made three days later. A follow-up letter and additional copies of the survey were distributed to all four public schools and one private school. These schools had the lowest response rate of all the schools solicited. Pick ups were made a week to ten days later. Due to a low response rate (13.9%)[4] from the initial sample, an additional 72 surveys were distributed to four more private schools six weeks after the initial distribution. The surveys were collected one to three weeks after distribution. An overall response rate of 26.7% (n=96) was achieved[5].

The survey (see Appendix A) contained 95 items[6] assessing teachers' perspectives on the status of mass media instruction and its future in elementary and secondary schools. Respondents read 80 statements and indicated how much they agreed or disagreed with each one. Responses were recorded on a 7-point Likert scale (1=Strongly Agree; 7=Strongly Disagree[7]). Topics of interest included goals for media education, the

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[1] The four public schools that were surveyed included two elementary schools (grades 1-6), one middle school (6-8), and one high school (9-12).
[2] The ten private schools that were surveyed included schools with grades Pre-K-5, Pre K-8, K-5, K-6, K-8, K-9, K-12 (3 schools), and 6-12.
[3] Representatives included principals and office secretaries.
[4] Percentage is based on an initial distribution of 287 surveys.
[5] The response rate is based on the number of surveys left at each school. The number of surveys left at each school was based on an estimate of the number faculty members at each school. Often estimates were much higher than the actual number of classroom teachers because those making the estimates typically included non-classroom teachers and staff. Therefore, the response rate is somewhat misleading.
[6] All items were closed-ended except for three.
[7] Fourteen items asked for responses where 1=Highly Competent and 7=Not competent.

appropriate place for media education, preparation for teaching about the mass media, student media-related skills, student media understanding competencies, addressing media in the classroom, addressing media less often, barriers to media education, and sources of media education materials. Respondents also rated the importance of students' understanding of 12 mass media elements using a 10-point scale (1=Very Important; 10=Not at all Important[8]). Additional demographic data was compiled, including age, gender, type of school (public or private), grade level taught, years of teaching experience, professional media experience, media literacy training, and computer experience. The number of survey items totaled 109.

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS). After examining the frequency distributions, data were recoded for all items requiring a bipolar response of "strongly agree" to "strongly disagree" or "highly competent" to "not competent." All responses less than four (the median of the 7-point scale) were collapsed to obtain percentages of agreement with each statement (e.g., a response of 1, 2, or 3 was recoded as agreement with the statement). Such recoding is similar to that used by Wulfemeyer et al. (1990). Additional analyses reflected methods of comparison similar to those used by Lloyd-Kolkin and Tyner (1988). In the present study, several scales were constructed from selected items within the questionnaire and checked for reliability. The mean responses of public versus private school teachers were compared on the constructed scales and items of particular interest using t-tests. In an effort to expand on the work of Lloyd-Kolkin and Tyner (1988), other comparisons were made based on age, gender, grade level taught, and years of teaching experience.

[8] The same rating could be used for more than one item. For example, ethics in media and history of media both could have received a rating of 5.

RESULTS

Sample

A total of 96 elementary and secondary school teachers responded to the survey that assessed their perspectives on media education. Ninety percent of the respondents were female, and the average age of the respondents was 40 years old[9]. Sixty-three percent of the teachers taught in private schools, while 37% worked in the public school system. Years of teaching experience ranged between less than a year to 31 years. The average length of teaching experience was 10.80 years with a median of 1 year (Table 1). Grade level taught was divided into elementary, middle, and high school. Additional categories were created for those who taught several grade levels and Pre-K students (Table 2).

Table 1: Years of Teaching Experience Among Sample Teachers
(N=91)

Years of experience	Percentage
3 years or less	32
4-14 years	31
15 years or more	37

Table 2: Grade Levels Taught
(N=91)

Grade Level	Percentage
Pre-K	18
Elementary School	45
Middle School	20
High School	12
Combination	5

Perceived Use and Understanding of Media by Students

Lloyd-Kolkin and Tyner (1988) described this domain of items as those that addressed teachers' perceptions of student media use and competency. Questions included how competent students are at operating audiovisual/multimedia equipment as

[9] Average age is based on 84 responses.

well as a mastery of selected media literacy components[10]. Drawing from Lloyd-Kolkin and Tyner (1988), media literacy was considered to have two components: 1) competency in equipment use and 2) competency in understanding media. Understanding media included the ability to self-regulate media use, distinguish fact from fiction, and choose useful/valuable media. Like the teachers in the survey conducted by Lloyd-Kolkin and Tyner (1988), teachers responding to this survey perceived their students as competent operators of various media equipment like television, radios, and VCRs (Table 3), but rated them less competent on their media understanding skills such as identifying values and distinguishing program content from advertisements (Table 4).

Table 3: Mean Rankings of Student Media Equipment Competencies

Operating/Using Equipment	N	Mean*	SD	% of Agreement
Television	96	1.27	.88	98
Radio	95	1.49	1.02	96
Tape Recorder	94	1.78	1.62	95
VCR	93	1.82	1.32	92
Compact Disc Player	90	1.96	1.71	90
Computer	96	2.44	1.18	88
Internet	88	4.02	1.79	50
Alpha = .79	*1=Strongly Agree			7=Strongly Disagree

Table 4: Mean Rankings of Student Media Understanding Competencies

Understanding Competency	N	Mean*	SD	% of Agreement
Distinguishing fictional content vs. reality	96	3.53	1.37	54
Distinguishing program content vs. ads	93	3.60	1.59	51
Analyzing program values	95	4.32	1.65	38
Identifying values	95	4.29	1.49	29
Choosing valuable/useful media content	93	4.54	1.47	26
Realizing need to limit media use	95	5.27	1.54	15
Creating media content	88	4.97	1.44	14
Alpha = .87	*1=Strongly Agree			7=Strongly Disagree

[10] Teachers responded to statements like "How competent are your students at operating a VCR?" and "How competent are your students at identifying values portrayed in media?" (See Appendix A for a complete listing of items.)

Scales of perceived student media skills and perceived student media understanding competencies were constructed. A significant difference was found between public school and private school teachers for student media understanding competencies. Public schools teachers reported a lower degree of competency among their students than did private school instructors. However, both groups rated their students' media skills as equal (Table 5).

Table 5: Public vs. Private Teachers' Rating of Student Media Skills and Understanding Competencies

Student Skills

	Mean	SD	df	t-value	2-tail significance
Public	2.27	.70	85	1.36	.177
Private	2.01	1.08			

Student Understanding

	Mean	SD	df	t-value	2-tail significance
Public	4.89	1.24	56	3.18	.002
Private	4.09	.97			

There was a trend toward significance when male (M = 3.90, SD = .76) and female (M = 4.45, SD = 1.17) teachers were compared on students' media understanding competencies (t (13) = -1.91, p = .079). However, the small number of males in the survey (N=10) calls this evidence into question. The same can be said of the differences found when Pre-K teachers (N=4) are compared with elementary, middle, and high school teachers as well as those who teach a combination of grade levels (Table 6). In essence, the sample size of each group of teachers (i.e., male and Pre-K) is too small to make accurate interpretations.

Table 6: Pre-K Teachers vs. All Other Teachers' Rating of Student Media Understanding Competencies

Student Understanding

	N	Mean	SD
Pre-K	4	5.60	.99
Elementary	36	4.50	1.12
Pre-K	4	5.60	.99
Middle School	16	4.24	1.04
Pre-K	4	5.60	.99
High School	11	4.02	1.21
Pre-K	4	5.60	.99
Combination	13	4.14	1.21

Media Use in the Classroom

Teachers were asked about different ways they address media in the classroom. Those who strongly agreed they did not address media in class were asked to skip the items. Nearly 80% of the respondents addressed media through spontaneous discussion. Other common instructional practices involved the use of newspapers (61%) and magazines (58%) and discussion of general TV viewing (55%). Only 13% of the respondents teach media as a formal subject, but 48% address media as part of other subjects (Table 7). Lloyd-Kolkin and Tyner (1988) reported similar findings. Of the 373 elementary school teachers surveyed by Lloyd-Kolkin and Tyner only 12.9% addressed media as a formal subject and 66.2% taught about media as part of another subject. Like teachers in the current survey, those in Lloyd-Kolkin and Tyner's study reported spontaneous discussion, the use of print media, and discussion of general TV viewing as some of the most common instructional practices for addressing media. Interestingly, media literacy curriculum resources (14%) and the Internet (15%) were among the least common instructional practices reported by the respondents of the current survey. Perhaps a lack of access to these resources explains their limited use.

The items used to assess how teachers address media in the classroom were averaged into a scale (Table 7). When public school teachers (M = 4.26, SD = .92) were

compared to private school teachers (M = 4.16, SD = .95) on this scale, no significant differences were found.

Table 7: How Teachers Address Media in the Classroom

	N	% of Agreement
Through spontaneous discussion	67	79
Using newspapers	66	61
Using magazines	65	58
Discussing general TV viewing	67	55
Using technical equipment	66	50
As part of another subject	64	48
Discussing role of advertising	64	47
Discussing role of media in society	64	47
Using television	64	42
Do not address media	81	40
Using media education videos	64	33
Using the Internet	65	15
Using media literacy curriculum resources	65	14
Using radio	64	13
As a formal subject	64	13

Alpha = .80

When Lloyd-Kolkin and Tyner (1988) asked teachers if they would prefer to teach about media more often, over 86% indicated they would like to address media more. Only 13.4% reported wanting to address media less often. Of those responding to the items in the present survey, 41% agreed they would prefer to address media more often. However, 25% said they would rather teach about it less. It is important to note the variation in the number of respondents for both of these items (Table 8). When results of this study are compared with those of Lloyd-Kolkin and Tyner (1988), it appears teachers are less enthusiastic about teaching media in the classroom. However, one must take into consideration the difference in sample sizes of the two studies when making such an interpretation. For many in the present study a lack of materials (65%) and a lack of time (57%) are the most common reasons for preferring to teach about media less often.

Table 8: Teacher's Reasons to Teach Media Less Often

	N	Mean	SD	% of Agreement
Prefer to teach more often	-64	4.03	1.87	41
Prefer to teach less often	47	4.82	2.04	25
Lack of materials	46	3.20	1.80	65
Insufficient time	47	2.96	1.83	57
Inadequately trained	46	3.78	1.38	41
Students too young	47	4.81	2.28	32
Low priority	46	4.20	1.71	28
Not appropriate topic	46	4.74	1.99	26

Barriers to Media Education

Although approximately two-thirds of the teachers surveyed reported teaching about media in the classroom, their ability to implement media education into their regular teaching practices is not without difficulty. Several barriers to media education exist. The most significant barrier is lack of time (Table 9). Seventy-seven percent of the respondents cited time constraints as the most significant obstacle to providing media education at their respective schools. Additionally, just over half (51%) of the teachers cited lack of materials as a barrier to educating students about media. These findings are consistent with that of Lloyd-Kolkin and Tyner (1988).

Table 9: Barriers to Media Education

Barriers	N	% of Agreement
Lack of time	95	77
Lack of materials	95	51
Lack of teacher training	95	48
Lack of equipment	93	42
Administration objections	94	9
Parental objections	96	3

Resources for Media Education

The data indicate that 46% of the respondents create their own media education materials. The school library/librarian (42%) and school media center (42%) are the other two most common sources of materials. Materials provided by the Media Literacy On-Line Project and "Cable in the Classroom" that are specifically designed for media education are only used by 2% and 18%, respectively, of the teachers responding (Table 10).

Table 10: Sources of Media Education Materials

Sources	N	Mean	SD	% of Teachers Using
School library/librarian	95	3.97	2.13	42
Internet	93	4.86	2.06	29
Media center	90	4.04	2.04	42
Textbook companies	95	5.27	1.74	18
Community groups	96	5.23	1.70	14
Public interest organizations	95	5.42	1.74	17
Media Literacy On-Line Project	91	6.19	1.22	2
Cable in the Classroom	93	5.56	1.80	18
Newspaper groups	95	5.11	1.92	22
Creating them myself	94	3.89	2.14	46
CD-ROM's	93	5.66	1.87	16
District media center	93	5.37	1.94	19

Alpha = .87

Teachers' Media Qualifications

Lack of teacher training is also an obstacle that impedes the progress of media education. Nearly half (48%) of the teachers cited lack of training as a barrier. Interestingly, 56% of the respondents feel qualified to teach about media; however, only 38% received college training that contained information about media literacy. Eight-four percent of the teachers believe that future teachers should receive college training that has a media literacy component (Table 11). It is interesting to compare the findings of this study to those of Wulfemeyer et al. (1990). Wulfemeyer and his colleagues reported that 86% of the 159 social science teachers surveyed said they felt qualified to teach about mass media. Thirty-four percent received college training that contained information about the mass media and 94% felt that future social science teachers should receive mass media training.

Table 11: Preparation for Teaching about the Mass Media

	N	% of Agreement
Feel qualified to teach about media	96	56
Received media literacy training in college	96	38
Future teachers should receive media literacy training	96	84

Goals and Values of Media Education

Through an open-ended question about what is most important for students to understand about media, Lloyd-Kolkin and Tyner (1988) identified eight broad categories[11]. These categories, along with five related ideas from the study by Wulfemeyer et al. (1990), were expanded to 13 statements in this survey. Findings indicate that teachers agree all of the categories are important ideas that students should understand about media (Table 12). A scale of media education goals and values was constructed (Alpha = .89). Comparisons among public (M = 1.34, SD = .42) and private (M = 1.50, SD = .52) school teachers did not reveal a significant difference between the groups (t (82) = -1.60, p < .10). Public school teachers were just as supportive of the media education goals as private school teachers. When public school teachers (M = 1.28, SD = .51) were compared to private school teachers (M = 1.65, SD = .99) on each item in the scale, a significant difference was found for the item asking how important it is for students to understand that media is a window-on-the-world (t (94) = -2.09, p = .04). There was a slight trend toward significance for the items addressing the importance of distinguishing fact from fiction and influence of TV/movies over print (Table 13). Additionally, comparisons among teachers who have been teaching eight years or less (M = 1.54, SD = .54) with those teaching more than eight years (M = 1.32, SD = .40) also resulted in a significant difference (t (86) = 2.15, p = .04). Teachers with more experience supported the goals of media education more than teachers with less experience. These differences are intriguing because of the overwhelming agreement of the respondents on each item individually.

[11] The eight categories were a window on the world, the need for critical thinking, content is subjective, self-regulating media use, telling fact from fiction, how media works, media sell products and ideas, and media can be hypnotic.

Table 12: Teachers' Perception of Important Things for Students to Understand about Media

Student are/should understand/should be taught:	N	% of Agreement
To analyze media messages	96	100
Influenced by visual messages	95	99
To detect bias in media	96	99
Media content is subjective	93	99
How to self-regulate their media use	96	99
How to tell fact from fiction	96	99
Media sell products and ideas	95	99
To recognize false/misleading information	96	98
Media is a window on the world	96	98
How to evaluate media critically	96	96
Influenced more by TV/movies than print	96	95
Media can be hypnotic/addictive	95	95
How media works	95	93

Alpha = .89

Table 13: Public vs. Private School Teachers' Perception of Important Things for Students to Understand about Media

Student are/should understand/should be taught:	t	df	2-tail significance
To analyze media messages	- .69	86	.490
Influenced by visual messages	- .13	69	.898
To detect bias in media	.46	60	.647
Media content is subjective	- .95	94	.345
How to self-regulate their media use	- .83	86	.408
How to tell fact from fiction	-1.70	94	.093
Media sell products and ideas	-1.21	91	.228
To recognize false/misleading information	.47	52	.637
Media is a window on the world	-2.09	94	.039
How to evaluate media critically	-1.32	94	.189
Influenced more by TV/movies than print	-1.66	83	.100
Media can be hypnotic/addictive	- .19	70	.849
How media works	- .40	67	.687

Following the lead of Wulfemeyer et al. (1990), respondents were asked to rate the importance of students' understanding of 12 mass media elements on a scale of 1-10 with "1" being "very important." The results are reported in Table 14. Respondents ranked the potential effect of media messages on people, ethics in media, and the roles and responsibilities of media in society as the most important elements for students to understand. Wulfemeyer and his colleagues (1990) reported the same top three rankings in their study. While technologically related aspects of the mass media ranked last on

Wulfemeyer et al.'s survey, it improved its ranking by three places in the present study. Overall, teachers in both studies rank the mass media elements in a similar fashion.

Table 14: Perceived Importance of Students' Understanding of Mass Media Elements

Mass Media Elements	N	Mean	SD
Potential effect of media messages on people	93	2.59	2.75
Ethics in media	92	2.59	2.67
Roles and responsibilities of media in society	93	3.42	2.60
Problems associated with news reporting	92	3.47	2.68
Future/trends in media	92	3.60	2.36
Legal rights/restrictions related to media	92	4.01	2.80
Economic factors/foundations in media	90	4.26	2.42
Public perceptions of media and media staffers	92	4.36	2.52
Technologically related aspects of media	92	4.83	2.62
Structure/procedure/policies in media	90	5.00	2.53
History of media	92	5.03	2.74
Demographics/personal characteristics of media staffers	88	5.28	2.89

Results also indicate that teachers believe media education has a place at all levels of elementary and secondary education. Although, media education is seen as more appropriate in middle (94%) and high school (95%) than in elementary school (82%) (Table 15).

Table 15: Appropriate Place for Media Education

	N	Mean	SD	% of Agreement
Elementary school	95	2.65	2.02	82
Middle School	96	1.79	.98	94
High School	96	1.55	.98	95

DISCUSSION

The present study attempted to assess the current state of media education. In an attempt to address these issues the six specific areas of interest highlighted in the introduction will be discussed and comparisons will be made with the studies of Lloyd-Kolkin and Tyner (1988) and Wulfemeyer et al. (1990) where appropriate.

Importance of Media Literacy

The first area of interest focused on teachers' perception of the importance of teaching media literacy. Responses indicate that the sample of teachers agree wholeheartedly with the goals and values of media education (Table 12). This agreement held when public and private school teachers were compared on the media education goals scale. The data indicate private school teachers were as supportive of media education goals as public school teachers. When compared on each individual item in the scale, public school teachers did not differ from private school teachers except on the item addressing the importance of students' understanding media as a window-on-the-world. This difference might be due to unequal group sample sizes or different interpretations of window-on-the-world. The window-on-the-world function of media was cited most often as what was important for students to understand about media by teachers in Lloyd-Kolkin and Tyner's (1988) study. When comparisons on individual items were made by Lloyd-Kolkin and Tyner, no significant difference was found between parochial and public school teachers on the window-on-the-world item. Their comparisons on individual items did reveal that public school teachers were significantly more likely to support goals of understanding subjectivity of media content and how media works than parochial school teachers. Parochial school teachers were found to be significantly more likely to teach students to distinguish fact from fiction (Lloyd-Kolkin & Tyner, 1988). A closer examination of educational philosophies and curricula guidelines might suggest reasons for differences found between the two studies as well as among the public and private/parochial teachers in each individual study.

Addressing Media in the Classroom

Although teachers believe in the value of media education, only two-thirds reported using or discussing media in the classroom. The most common practice of addressing media is through spontaneous discussion. Some discussion practices focused on specific areas of media such as general TV viewing, advertising, and media's role in society. It is encouraging to know that teachers are engaging their students in discussions about media,

rather than just using the various media as instructional tools. Unfortunately, the survey did not address what type of discussions occur and exactly how teachers address media literacy issues through the use of the various media such as television and media education videos. Future studies might explore what type of discussions teachers are conducting and analyze how well these discussions contribute to creating media literate students.

The data indicate teachers use media that is readily available to them more often than more technologically advanced media. For example, approximately 60% of those teachers who address media in the classroom reported using magazines and newspapers as means of instruction. Only 15% reported using the Internet. Obviously, it is easier to bring in copies of newspapers and magazines than it is to get every student access to the Internet in the classroom. Teachers fortunate enough to have access to the Internet have a wealth of opportunities to use to teach their students about the media. However, those teachers in schools without classroom Internet access still have the opportunity to teach students to be media literate citizens through traditional mass media. A lack of technologically advanced resources should not stop teachers from using accessible media (e.g., newspapers and magazines) to educate students about the messages sent by the media and how they should be interpreted. Teachers have a greater opportunity to provide media education through discussion of specific media topics. It is through such discussion that teachers can help students develop critical thinking skills and teach them to carefully evaluate the messages they receive from the media.

Media Education Resources

Often discussions are sparked by specific media education resource materials that are designed to focus on a specific aspect of media literacy, such as recognizing stereotypes. Forty-six percent of the teachers in the survey reported creating media education materials themselves. The school library and media center were sources of media education for 42% of the teachers. Only 2% of the teachers reported getting materials from the Media Literacy On-Line Project. It is quite possible that most of the teachers in the sample were not aware the web site exists. "Cable in the Classroom" also

provides media education materials designed specifically for teaching about critical viewing skills, yet only 18% of the teachers make use of these resources. Increased awareness of the availability of these materials could help teachers integrate media education into their existing instructional practices. For example, basic guidelines for deconstructing advertisements are available from the New Mexico Media Literacy Project[12] (1996). Teachers could download these guidelines, make copies for their students, and bring in a magazine advertisement for them to deconstruct. The advertisement could be for a vitamin supplement. Teachers could discuss the persuasive techniques of advertisers, the images portrayed in the ad, and the underlying messages. Most importantly, teachers could use this exercise as an integral part of a unit on nutrition. This allows teachers to address the topics required by the school administration, but also incorporate media education without taking time away from the topic of interest.

Barriers to Media Education

Few could argue that there is a lack of resources available to teachers for media instruction; however, awareness of all available resources is another matter. In addition, there is another barrier to media education, lack of time. Seventy-seven percent of the sample respondents indicated that the most significant barrier to media education is lack of time. The second most significant barrier is lack of materials. Just over half of the respondents indicated a lack of resources was a problem.

In the "deconstruction of an ad" example above, the access to and use of the New Mexico Media Literacy Project (1996) resource was straightforward. Other resources provided by media literacy advocacy groups and national organizations like the Center for Media Literacy are just as easy to access and use. Perhaps teachers in this sample are not aware of the ease with which these resources can be obtained and implemented. Those teachers who are aware of the resources could share their knowledge with their colleagues. Media center personnel and school librarians could also keep teachers updated on the latest resources available to them. Perhaps this will encourage teachers to try these

[12] This is a link from the Media Literacy On-Line Project.

resources that have been designed to be easy to use and stand-alone as instructional tools. Teachers' time is valuable and anything that can be done to help facilitate their ability to locate and write lesson plans to incorporate these materials into their daily instruction is necessary.

Besides lack of time and materials, lack of training was cited as a barrier. Nearly 50% indicated teacher training was a barrier to media education. One teacher wrote, "No time, no training, no extra supplies to do it correctly."

Other comments revealed that teachers prefer to teach about media less often because there is a greater emphasis on teaching traditional subjects rather than media. One comment was "[there is a] pressure to emphasize academic basics-little time or resources." Another explained, "We need to teach academics. [We] hope they will learn media literacy in high school or college." These comments suggest that media education is not as high a priority as reading, writing and math. While a strong argument can be made for the necessity of the 3Rs, teachers and administrators must realize that the basics have changed. Students are growing up in a media-dominated society, which has transformed the idea of literacy into much more than reading and writing. Literacy has expanded to visual interpretation and understanding. Students need to know how to read visual messages and interpret the underlying messages communicated through media. However, it is not clear that instructional practices have adequately incorporated this new dimension to literacy. The data on sources of media education (Table 10) and how teachers address media in the classroom (Table 7) are a small indication of this. In order to more accurately interpret how effective media education among teachers is, additional data is necessary. Information about how teachers use the media in their classrooms and what type of discussions they have with their students is necessary to adequately assess how well the key dimensions of media literacy are being addressed.

Teachers' Qualifications

A telling statistic is that, of those teachers in the sample, only 56% reported feeling qualified to teach about the mass media. Even more disturbing is that only 38% reported

receiving any college training in media literacy. These data suggest some reasons for the discrepancy in teachers' support of the goals and values of media education and the practice of media education. Essentially all of the teachers believe students need to understand how to think critically about, analyze, and evaluate media messages. However, only two-thirds address these issues in the classroom. Moreover, data were not collected to assess if the key dimensions of media literacy are actually being addressed in the classroom. So, what contributes to this discrepancy? An obvious argument is that teachers do not feel adequately trained to address media. They are more comfortable discussing subject areas they know well. It is clear that media literacy training would benefit teachers who question their qualifications to teach about media. The problem is finding time to train them. In-service training and media literacy workshops are valuable and necessary to increase teachers' competency about media education. However, a more practical training opportunity might be collaborative efforts among colleagues. Perhaps teachers who have had media literacy training could work closely with their colleagues to provide them with several tips to increase the amount and effectiveness of media education in the classroom. Mentoring is an idea that typically dictates that the more experienced (sometimes elder) individual takes a less experienced colleague under his/her wing. However, this may not be the case for media literacy. It may be that a new teacher will serve as a mentor to a veteran of the classroom. Of course, the relationship will be reciprocal because the experienced teacher will be able to offer many valuable lessons to the new teacher. Both teachers benefit, and, most importantly, so do the students.

Eighty-four percent of the sample agreed that future teachers should receive media literacy training. Fortunately, there are programs like the Media Studies program in the Reich College of Education at Appalachian State University in Boone, North Carolina that offer future teachers invaluable media literacy training (Considine, 1995).

Perceptions of Students' Media Skills and Media Understanding

Teachers in the sample agreed that most students are adequate equipment operators, but they are not as competent at understanding what is produced by the media.

This difference seems reasonable when it is thought of in terms of developmental stages. Students' ability to reason and analyze develops more slowly than their ability to use motor skills to operate equipment. Therefore, this difference is not surprising.

The results also indicated public school teachers believe their students have significantly lower media understanding competencies than do private school teachers. This finding might be attributed to traditional differences in public and private education. For example, students in private schools typically receive increased individual instruction due to small class sizes. Also, public school teachers are bound by the school board to follow a specific curriculum; private school teachers sometimes have the freedom to adapt their curriculum. Another possible factor contributing to the difference is the socio-economic status of public and private school students. Private school students often come from families with a higher socioeconomic status than public school students, which suggests they have more opportunities for education in general.

Conclusion

The survey indicates that teachers believe media education is important, but putting it into practice is not easy. Several barriers contribute to the effectiveness of media education, mainly lack of time and materials. However, it has been argued that these barriers can be overcome with increased awareness of easy-to-use media education resources. As for teachers' lack of qualifications, survey respondents strongly agree that media literacy training is a necessity for future teachers. Those in higher education cannot ignore the need to teach future teachers how to help students better understand the media messages that inundate their lives each day. In addition, current teachers who are trained in media literacy need to serve as mentors to their colleagues in order to improve teachers' ability to teach about media effectively. It is clear from the data on teachers' perceptions of students' media understanding competencies that students are lacking in their ability to evaluate critically and analyze messages. This is an indication that media education needs to have a place in the curriculum, preferably integrated rather than as a formal subject.

As for future research, this survey needs to be redistributed in order to check the reliability of the findings reported here and to assess two additional topics of interest. These topic include 1) the effectiveness of how teachers use and address media in the classroom and 2) the level of awareness regarding the availability of media education resources. Such information will provide more insight into the status of media education and its direction for the future.

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Appendix A

Media Education

This survey is designed to assess teachers' perspectives on the status of mass media instruction and its future in elementary and secondary schools. Your participation in this survey is completely voluntary. You do not have to answer any questions you do not want to answer.

Please CIRCLE or WRITE your response as appropriate.

Goals for Media Education

1. Students are influenced heavily by visual messages in media.

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

2. Students are more influenced by TV/movies than by the printed word.

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

3. It is important students be taught to analyze media messages.

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

4. It is important students be taught how to detect bias in media.

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

5. It is important students be taught how to recognize false or misleading information in media.

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

6. It is important for students to understand media as a window on the world (i.e., a learning tool and source of information).

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

7. It is important for students to understand how to evaluate media critically.

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

8. It is important for students to understand that media content is subjective.

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

9. It is important for students to understand how to self-regulate their media use.

   Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

10. It is important for students to understand how to tell fact from fiction in media.

    Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

11. It is important for students to understand how media works.

    Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

Continue --->

12. It is important for students to understand that media sell products and ideas.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

13. It is important for students to understand that media can be hypnotic/addictive.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

Appropriate Place for Media Education

14. Media should be studied in elementary school.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

15. Media should be studied in middle school.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

16. Media should be studied in high school.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

17. Using media examples makes learning more enjoyable.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

18. Using media examples makes learning more complex concepts easier.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

Preparation for Teaching about the Mass Media

19. I feel qualified to teach about media in my classes.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

20. College training I received contained information about media literacy.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

21. College training for future teachers should have a media literacy component.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

22. Textbooks for social science classes **should** contain information about the power of media and their effects.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

23. Textbooks for social science classes contain information about the power of media and their effects.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

Continue --->

Student Media Related Skills

24. How competent are your students at operating a television?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

25. How competent are your students at operating a radio?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

26. How competent are your students at operating a tape recorder?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

27. How competent are your students at operating a compact disc player?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

28. How competent are your students at operating a VCR?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

29. How competent are your students at operating a computer?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

30. How competent are your students at using the Internet?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

Student Media Understanding Competencies

31. How competent are your students at distinguishing program content versus ads?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

32. How competent are your students at distinguishing fictional content from reality?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

33. How competent are your students at identifying values portrayed in media?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

34. How competent are your students at choosing media content that is valuable and useful to them?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

35. How competent are your students at analyzing program values (e.g., identifying prejudice and discrimination, recognizing stereotypes)?

Highly Competent **1 2 3 4 5 6 7** *Not competent*

Continue --->

36. How competent are your students at realizing the need to limit their media use?

Highly Competent **1** **2** **3** **4** **5** **6** **7** *Not competent*

37. How competent are your students at creating media content?

Highly Competent **1** **2** **3** **4** **5** **6** **7** *Not competent*

Addressing Media in the Classroom

38. I do not address media in the classroom. **(If you Strongly Agree with this statement, please skip to # 55)**

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

39. I teach about media as part of another subject.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

40. I teach about media through spontaneous discussion.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

41. I teach about media using newspapers.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

42. I teach about media using magazines.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

43. I teach about media using technical equipment.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

44. I teach about media by discussing general TV viewing.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

45. I teach about media using television.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

46. I teach about media using radio.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

47. I teach about media using the Internet.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

48. I teach about media using media literacy curriculum resources.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

Continue --->

49. I teach about media using media education videos.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

50. I teach about media by discussing the role of advertising.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

51. I teach about media by discussing the role of media in society.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

52. I teach media as a formal subject.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

53. I prefer to teach about media **more** often.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

54. I prefer to teach about media as part of another subject.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

Addressing Media LESS Often

55. I prefer to teach about media **less** often. **(If you Strongly Disagree with this statement, please skip to # 63)**

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

56. I prefer to teach about media **less** often because of insufficient time.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

57. I prefer to teach about media **less** often because of lack of materials.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

58. I prefer to teach about media **less** often because it is not an appropriate topic.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

59. I prefer to teach about media **less** often because I feel inadequately trained to do so.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

60. I prefer to teach about media **less** often because my students are too young.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

61. I prefer to teach about media **less** often because it is a low priority.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

Continue --->

62. I prefer to teach about media **less** often because ... (Please **write in** your response)

Other: _____

Barriers to Media Education

63. The most significant barrier to media education in my school is parental objections.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

64. The most significant barrier to media education in my school is administration objections.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

65. The most significant barrier to media education in my school is lack of teacher training.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

66. The most significant barrier to media education in my school is lack of equipment.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

67. The most significant barrier to media education in my school is lack of materials.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

68. The most significant barrier to media education in my school is lack of time.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

69. The most significant barrier to media education in my school is ... (Please **write in** your response)

Other: _____

Sources of Media Education Materials

70. I get useful media education resources from the school library/librarian.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

71. I get useful media education resources from the Internet.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

72. I get useful media education resources from the media center.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

73. I get useful media education resources from textbook companies.

Strongly Agree **1** **2** **3** **4** **5** **6** **7** *Strongly Disagree*

Continue --->

74. I get useful media education resources from community groups.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

75. I get useful media education resources from public interest organizations (e.g., Media Education Foundation, Center for Media Literacy).

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

76. I get useful media education resources from the Media Literacy On-Line Project.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

77. I get useful media education resources from the critical viewing project, "Cable in the Classroom."

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

78. I get useful media education resources from newspaper groups.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

79. I get useful media education resources by creating them myself.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

80. I get useful media education resources from CD-ROM's.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

81. I get useful media education resources from the district media center.

Strongly Agree 1 2 3 4 5 6 7 Strongly Disagree

82. I get useful media education resources from ... (Please **write in** your response)

Other: _____

Please rate the importance of students' understanding of the following mass media elements on a scale of 1 to 10.

1 = Very Important 10 = Not at all Important.

The same rating may be used for more than one item. For example, you may think ethics and the future in media are equally important, so you may give them both a **2**.

83. _____Demographics/personal characteristics of media staffers

84. _____Economic factors/foundations in media

85. _____Ethics in media

86. _____Future/trends in media

87. _____History of media

Continue --->

88. _____Legal rights/restrictions related to media

89. _____Potential effect of media messages on people

90. _____Problems associated with news reporting

91. _____Public perceptions of media and media staffers

92. _____Roles and responsibilities of media in society

93. _____Structure/procedure/policies in media

94. _____Technologically related aspects of media

Additional Information (Circle or write your response as appropriate)

95. Age _____

96. Gender ***M*** ***F***

97. Do you teach at a public or private school? ***Public*** ***Private***

98. What grade level(s) do you teach? ***1 2 3 4 5 6 7 8 9 10 11 12***

99. How long have you been teaching? _____ ***Years***

100. Do you have professional media experience? ***Yes*** ***No***
(If you answer No, please go to # 103)

101. If so, what type of experience? _____

102. Length of experience? _____

103. Do you have media literacy training? ***Yes*** ***No***
(If you answer No, please go to # 106)

104. If so, what type of training? _____

105. Length of training? _____

106. Do you have computer experience? ***Yes*** ***No***
(If you answer No, please go to # 109)

107. If so, what type of experience? _____

108. Length of experience? _____

109. Is media literacy a required component of your school's curriculum? ***Yes*** ***No***

Continue --->